DOCUMENT RESUME

ED 209 987 HE 014 532

AUTHOR Sidel, Celia Marie McCullough
TITLE Personal Development and Comprehensive Support Services.
PUB DATE 80
NOTE 13p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Advising; *Ancillary School Services; *College Students; Educationally Disadvantaged; Helping Relationship; Higher Education; *High Risk Students; Interpersonal Relationship; Potential Dropouts; Referral; Self Concept; *Student Adjustment; Student College Relationship; Student Motivation; Student Needs; Students; *Tutoring
IDENTIFIERS *University of Tennessee Knoxville

ABSTRACT

Holistic educational advancement programs at the University of Tennessee, Knoxville, that are designed to develop the potential of underprepared and disadvantaged students are considered. Obstacles to success that might confront disadvantaged students include problems in adjustment to university life, loneliness, and negative self-concept. It is suggested that support services should be integrated with and a reinforcement of the broader curriculum. The holistic approach is designed to help students persist in their studies and attain success and satisfaction. Counseling is designed to enhance the growth of personal identity, student motivation, sense of direction, confidence, skills, and involvement with the educational institution and its members. Identification and a relationship with a staff person, founded on caring personal attention, may be the key to student survival and progress in college. Academic advising promotes greater awareness of program requirements and evaluation of their needs and readiness for various course material. Individual tutoring offers more intensive and personalized presentation of important subject matter and opportunities to emphasize particularly significant foundational knowledge. Referrals to other services such as testing, financial aid, housing, health care, and the variety of learning materials at the disposal of all students completes the delivery of the wide range of assistance that should be encompassed by a total educational program. All members of the university's educational advancement program are involved voluntarily. Eligible students are invited to join the program, and faculty are selected who care about students and have the interest and expertise to teach underprepared students. A bibliography is appended. (Author/SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED209987

PERSONAL DEVELOPMENT AND COMPREHENSIVE SUPPORT SERVICES

Celia M. Sidel, Ph.D.
Associate Director and Counselor
Educational Advancement Program
Special Services for Disadvantaged Students
The University of Tennessee
Knoxville, Tennessee

Abstract

A comprehensive educational program must not confine its services to the classroom. Scholastic achievement does not and cannot stand apart from other personal needs. Especially for disadvantaged students obstacles to their success include problems in adjustment to university life, loneliness, negative self concept, and other fears or unresolved questions which increase difficulties and uncertainties and endanger their commitment to educational achievement. In correspondence with the recommendations of learning theory and research in the field of underprepared students, support services should be integrated with and a reinforcement of the broader curriculum, providing an environment in which students will have the greatest likelihood of reaching their individual and academic potential. The central and indispensable focus of these services must be the advancement of the student as a whole person and a concentration on the total needs and capabilities of this human being. The holistic approach is the best and most effective means to student retention, satisfaction, and success. Counseling provides encouragement to education through its contribution to the growth of personal identity and enhancement of student motivation, sense of direction, confidence, necessary skills, and involvement with the educational institution and its members. Identification and a relationship with a staff person, founded on sincere and caring personal attention, may be the surest key to student survival and progress in academia. Academic advising steers students toward greater awareness of program requirements and evaluation of their needs and readiness for various course material. Individual tutoring offers more intensive and personalized presentation of important subject matter and opportunities to emphasize particularly significant foundational knowledge. Referrals to other services such as testing, financial aid, housing, health care, and the variety of learning materials at the disposal of all students completes the delivery of the wide range of assistance which should be encompassed by a total educational program.

Copyright 1980
Celia Marie McCullough Sidel
All Rights Reserved

HE 014 532

The goals of education must include promoting the following:

1. personal growth,
2. development of confidence, success orientation, positive personal identity, responsibility, realistic assessment of self and situations, and necessary skills for academic, vocational, and avocational achievement,
3. motivation to learn and continue learning,
4. acquiring a sense of life direction, purpose, focus, values,
5. involvement with intellectual and social activities and with other people.

These aims for students may be easily hindered by unmet needs, problems of adjustment, loneliness, persistence of a negative self-concept, fears, unanswered questions, and lack of significant ties to the educational institution and process. Educationally underprepared students are particularly susceptible to these difficulties because of their inadequate academic background, failure syndrome, and disadvantage in relation to their fellow students. They require special assistance in order to overcome these deficiencies and realize success in their schooling. If this has not been accomplished in elementary or secondary school, higher education must implement programs to serve in the best way possible the students which it enrolls. To leave this undone is an irresponsible and immoral avoidance of commitment to the clients whom the institution has accepted, similar to a physician admitting to his practice a patient whom he knows he cannot help.

Once a college or university has agreed to face this important challenge, it must confront the philosophical and practical questions of administering such a program of support services, including planning and developing, staffing, organizing and managing, evaluating, and improving in progress such programs for the greatest benefit of the students served. Properly designed programs also involve, challenge, and reward the participating staff and faculty and prove cost effective to the school by virtue of increased student satisfaction, progress, and retention. Quality advancement programs are essential to meet the difficulties faced by universities in this decade, to enhance the educational experiences of students and teachers alike, and to develop human potential to the fullest extent possible in a pragmatic and efficient way. The application of holistic goals and objectives to a real university setting requires a complex and thorough program carefully created to recognize and confront the wide range of student needs.

Current costs of recruiting make retention of students financially advisable, in addition to the educational benefits to be gained by their staying in school. A noted figure in higher education concludes that,

> A synthesis of research and actual institutional experience identifies two major components as essential to a "staying" environment: (1) the academic component (curriculum, instruction), which is further divided into intellectual growth, progress toward educational and career goals, academic suc-

> cess, clear program and course options, and available advising; and (2) the social/psychological component (faculty, peers), comprised of a feeling of belonging, personal worth, positive identity, and high self-esteem.[1]

The Educational Advancement Program attempts to deal with all of these aspects of the students' lives which influence attrition or retention.

> A national survey, entitled "What Works in Student Retention" (WWISR), was conducted in spring 1979 by The American College Testing Program (ACT) and the National Center for Higher Education Management Systems (NCHEMS). The purpose of the survey was to identify, analyze, and compile information about campus action programs and efforts for improving student retention in higher education.
>
> Action programs most likely to be a benefit to retention and to the campus include those that involve orientation, advising, learning and academic support, and counseling, and use multiple approaches...[2]

On the UTK campus a 1980 survey revealed that the areas of greatest student dissatisfaction include the school's "concern for the student as an individual" and the quality of academic advising.[3] The head of the Liberal Arts Advising Center "emphasized that the study showed that a particular concern of many students is their perception that this is a cold, impersonal place, that they lack accessibility of professors, and that they do not enjoy a personally oriented advisor relationship."[4] These examples highlight the need for extra effort in such areas which greatly affect the students' sense of their "fit" with the institution and their desire to continue and work in it.

The success of advancement programs depends to a great extent on the attitudes of the participants -- students, faculty, and administrative staff. All members of the Educational Advancement Program (EAP) of the University of Tennessee, Knoxville, are involved voluntarily. Eligible students are invited to join the program of their own volition and may leave it at any time if they wish. Faculty are selected who care about students, want to work closely with them, have the interest and expertise to teach underprepared students, and choose to participate with the EAProgram. Faculty and staff emphasize student success, competence, positive self-concept, ability to learn, and development of the whole person. Program services concentrate on student needs and concerns and are continually evaluated to improve their effectiveness.

Students enter the EAP during the summer Orientation period prior to their freshman year. After they accept admission to the program, our first assistance to them is with academic advising. This service continues throughout their two years in the Program, as do various forms of counseling, tutoring, and referrals to other sources of help. Evaluation is used at all points of the Program to revise and develop further services. These services complement and reinforce the students' experiences with regular coursework and their other ways of adjusting to life in a large university environment (30,000 students).

Academic Advising

Academic advising provides students with a greater awareness of program requirements and guides them in evaluation of their needs and readiness for various courses. It also serves as a good opportunity for the advisor to learn of the student's interests and questions and determine in what ways assistance may be provided. We meet students during their first day on the campus for their Orientation session in the summer before their first fall quarter. We introduce them to the Program, explain all of its aspects and its possible benefits for them, and offer them the opportunity to register with us the next day. For those who sign up, we then become their official advisors and help them select their first quarter courses. This initial advising is repeated each quarter, carefully reviewing their requirements and progress through the curriculum, until they feel fairly firm in their major choice and prefer to switch to an advisor in this field, usually in their third year. They may also confer with an advisor in their major area earlier to discuss specific questions or obtain suggestions on academic and career direction.

In the middle of each quarter, we contact the students about seeing us for preregistration for the next term. This is a chance for us to discover any problems or circumstances which might be interfering with the student's studies and to offer additional assistance of any kind. We then receive and review a copy of each quarter's grades, which also helps us judge the student's needs and level of achievement. We might suggest tutoring or a special course or workshop to increase the student's skills or ability to deal with academic material, recommend a lighter or heavier courseload, or inform the student of available honors courses or other possible options. We maintain an individual file on each student from the initial meeting so that we know scholastic accomplishments, topics or concerns we have discussed, and the student's intended field of study, goals, and educational background. Our students feel confident that we know them on an individual and personal basis and that we are always available to meet with them and talk over any questions or thoughts. We provide at least one source of that caring relationship and attention to their overall growth and experiences which is so necessary to their identifying with the university, feeling known and recognized, and remaining and succeeding in school.

Counseling

We emphasize the educational side of counseling, its contribution to the growth of personal identity, confidence, and necessary skills, and its assistance in enhancing student motivation, sense of direction, and involvement with the educational institution and its members. We see each student on an individual basis, and one of the program's full time staff members is a counseling psychologist. Any student who seems to be having difficulties or to need special help, on the basis of a phone conversation or referral of a teacher, is invited to talk with one of us to explore solutions to the troublesome situation or work on whatever should be changed. We try to be sensitive to any "early

warning" signs which might predict a student's leaving or performing poorly if nothing is done to remedy the impinging personal or academic problems. Some such signs might be low grades, missing classes, or a negative attitude. Family crises, an unfortunate roommate match, lack of necessary foundation skills, insufficient finances, illness, or shyness in making new friends are just a few of the areas which may lead to further stress and disturbance for the new college student. We help the student clarify these points of concern and work out potential solutions before the problems become more intense or far reaching.

In addition to individual counseling, the EAP also offers three quarters of credit courses through the Educational Psychology department to help students develop the skills and motivation required for success in their educational endeavors. The coordinator of these courses is a respected author and educator in the field of learning theory, and the teachers of the sections volunteer for this assignment and receive inservice training through a weekly seminar, where they also share concerns and ideas about the courses. The first quarter deals with specific study skills, such as notetaking, preparation for examinations, time management, and organization, and the motivation to utilize these skills effectively. This material is covered right away so that the student will be more likely to continue in school beyond the first quarter or even the first few weeks, a time the literature on student attrition shows to be most critical. The second quarter focuses on personal development and self-awareness, including such topics as relationships among self, others, and environment, interpersonal skills, values clarification, and socialization, and continues to consider the development of further academic skills necessary for competence in higher education and later life, such as principles of learning, self-knowledge, techniques of behavior change, time use, independent study, and the application of these skills to the student's current coursework. The third quarter of the sequence concentrates on career orientation, while still reinforcing some of the previous skills as well. Students appraise their vocational opportunities and aspirations, explore various occupations and academic majors, and look into methods of career planning and decision making. The students are encouraged to take responsibility for their educational and personal choices, role formation, and life direction.

These courses tie together the student's whole college experience, provide continuity with a single instructor for up to three quarters, and offer a regular opportunity (two or three times a week) for the student to think about goals, decision making, and the process of achieving success. The course sections are small enough for the teacher to function as a group discussion leader and give attention to each student on an individual basis, both in class and in separate meetings. The students receive the support of the other class members, facing the same sorts of situations and questions, and they are paired up in a buddy system to study together and contact each other frequently. They are informed of campus services and cultural activities and assigned to participate in some. For instance, they visit the Career Resource Center during their investigation of vocational possibilities to read the literature and perhaps talk with a professional engaged in

the field of their choice. They maintain a journal throughout the course, which they discuss with their instructor. This notifies the instructor of any trials which the student may be facing, and the instructor can then offer assistance or refer the student to us or to other sources for further help. The student and teacher can also look back over the development that has occurred during the quarter. We might, on the other hand, mention to the ed. psych. teacher some problems the student has in other courses with which some particular study skills or other instruction could prove beneficial. All faculty and staff involved with the student are advised to communicate with each other and with us to promote the student's best interest and satisfaction. The students are aware of these interconnections and appreciate the comprehensive services and consideration thus provided.

The third major source of counseling for EA students is the campus Student Counseling Services Center, located, conveniently, in the same building as our offices. The Counseling Center delivers long or short term individual or group counseling for all students at UTK, career assessment and advising, and both credit and non-credit workshops on such topics as "Which Major? Which Career?," "How to Study," "Assertiveness Training," "Controlling Your Weight," "Divorce," "Learning About Drinking," "Shyness Clinic," "Single Parent," "Speaking Out in Class," "Stop Procrastinating Now," and "Stress Reduction." These services are free of charge, and we recommend them to students as they seem needed and consult with the counselors about our students' specific requirements for assistance or test results and suggestions which might help us to serve them better.

We act in the capacity of liaison with our students to all of these counseling and academic services, meeting with them and their teachers or other counselors if they request it and allowing them to become fully aware of all of the opportunities available to them. On a campus of this size many students suffer alone with their problems, without response to their needs, because they do not know to whom or to which places they could turn. We try to ensure that EAProgram students never fall through the cracks of the educational system in this way or feel like an unknown number in the mass. We also work toward their efficient utilization of all the university's resources, avoiding overlaps and helping students receive whatever services they need in the best and most immediate way. We follow up on each of our student's questions, needs, and progress through the curriculum of general requirements and eventually a major. They can and do use us to help them find answers to any and all questions which affect their academic and personal growth, and we maintain in the forefront our concern for their total development and encourage all other staff members with whom they work to do the same by always educating the faculty, counselors, and administrators more solidly toward this position of holistic service and a positive and humanistic view of the students whom they serve.

Tutoring

In addition to orientation, scheduling, and counseling, the EAP

provides directly academic support services. Some of these are offered through specially designed courses, really the topic of another paper but requiring some brief summary here. Three quarters of biology are taught with smaller class size, more student-faculty contact hours, an introduction to library research in the sciences, and extra help sessions. The basic English composition course for EA students includes a writing workshop with the same instructor, for a total of five class meetings each week (one per day), as compared to the usual three. Some sections of the course are extended over the period of two quarters, for those students who may need more time to master the fundamental writing skills, which makes one hundred hours of classtime available to these students, rather than the customary thirty to cover the same material. Our students may also take up to two quarters to complete their first quarter of mathematics, College Algebra. A self-paced, modified mastery learning approach allows the students to proceed as rapidly as possible from where they are with a strong understanding of each step of the course material along the way and cumulative knowledge by the time they finish the course. This follows the recommendations of such authors in the field of learning as K. Patricia Cross, Martha Maxwell, and John Roueche, who suggest ways of overcoming the failures of former remedial programs, which were fragmented and often misdirected. Proctors assist the students with their math work and are available for two hours each day, five days a week. All the faculty and proctors receive inservice training to help them most effectively teach disadvantaged students, and these courses are coordinated with each other, with the educational psychology sequence, and with tutoring and other services to the fullest extent.

We assess the students' individual abilities and skills and emphasize their strengths, so that weaknesses can then be confronted with less fear of failure. Programming for success should help students feel good about learning and make it something they want to do. Students must be accepted as coparticipants in the learning process and helped to experience successes and develop success identities so that the resulting feeling of competence can function as a life-long motivation. Advance learning objectives, criterion referenced evaluation, and flexible time schemes in courses are tools of this development of positive self-concept. Comprehensiveness, coordination, continuity, and consistency of curriculum and services, relevance of material to the students' lives, close interpersonal ties with well-trained and dedicated faculty and staff, and greater self-awareness offer the best chance of integrating the student into the university community and an enthusiastic involvement with learning.

The tutoring provided by the Educational Advancement Program complements and enhances the course offerings and other support services. Well-qualified tutors are available the same day a student makes a request to assist with any course the student is taking. We interview tutors and then contact and pay them on an hourly basis as needed to use our limited funds most efficiently. Students work with the tutor individually or with two or three other students who are in the same course and have similar needs for explanation. Tutors and tutees sign contracts of agreement and meet at their convenience, about

once or twice a week. When advisable the tutor and professor might also meet, perhaps with the student, to discuss particular needs and course objectives. Tutors also confer with us about students' progress and turn in written reports, brief ones after each session and a more extensive evaluation of the students' work and special requirements for additional help at the end of the quarter. Upper division students with high grade point averages, graduate students, or graduates (some with Ph.D.'s or other advanced degrees) serve as tutors for the Program, in fields as diverse as computer science, Japanese, organic chemistry, and philosophy. They also receive inservice training, in addition to their frequent informal contacts and consultations with us.

Some of our students need tutoring in basic reading skills and English usage, in addition to their regular coursework. We refer them to the Adult Reading Academy Program on campus if we feel, usually based on the recommendation of one of their instructors or tutors, that they may have reading difficulties which are interfering with their studies. The Academy tests each student in the areas of reading speed and comprehension, word attack, vocabulary, spelling, grammar, learning disabilities, and primary communication skills. Tutors then work with students who are found to need improvement, or a self-study program is advised and designed. For some students special coursework is recommended, in a Voice and Diction course which deals with individual speech problems or an Effective Reading and Study Skills class offered by the department of Educational Curriculum and Instruction. The regular sections of this class assist students who read at about the tenth grade level or above, and a newly created special section gives more individualized guidance to students who test at the sixth to ninth grade level in their reading skills. These services are free of charge to the students and to our program and concentrate on reaching the students where they are, identifying their needs, and working directly with their specific deficiencies. The staff demonstrates a positive and caring attitude, and we look forward to the expansion of the Reading Academy into the area of basic arithmetic skills testing and tutoring in the near future. These services provide the opportunity for success to students whose inadequate skill backgrounds might otherwise prohibit them from continuing in higher education.

Referrals

Our responsibility for serving students holistically includes referring them to all sources of available help and working with them to achieve the most satisfactory educational situation possible. We obtain information, introduce them to other individuals who may provide assistance, and act in the role of liaison or ombudsman as required to fulfill their varied needs. We may interact with the financial aid office, health service, housing, their parents, the psychological clinic, their teachers, or any other people or services, on campus or off, in their behalf to help them acquire the help they need. We also try to teach them how to find this help on their own and all of the places they might search to seek and accomplish what they need. We help them communicate effectively with their parents and professors and encourage them to pursue their academic opportunities to the fullest.

Evaluation

Finally, all aspects of the EAProgram require evaluation so that we will know how to revise and improve them to serve our students more completely and use our resources most efficiently. Tutors and tutees evaluate each other's performance on forms which we provide. Our students evaluate the teachers and content of our specially designed courses, and these teachers present us with evaluations of the skills and needs demonstrated by the students in their classes. The students are also asked to comment on the quality of other program services, like advising and counseling, and suggest to us ways in which we might restructure or extend our current programs. We request this information while the students are in the Program their freshman and sophomore years and also through a comprehensive exit interview when they leave the Program, at the start of their third year at UT or if they depart for some other reason. The responses to our questions express approval and appreciation of our comprehensive services and individual attention. Many of our students also bring in friends to join the Program, a definite sign of their positive reaction to the type and extent of special services we provide.

Course grades and retention statistics serve as another form of evaluation and comparison of our Program students with others at UTK and nationwide who have similar academic profiles. Our Program, during its first two years of existence, has fared well in terms of overall grade point averages (GPA), grades within courses in which we offer special sections, and persistence in the university of our students, most of whom have low ACT (American College Testing Program) scores and many of whom also have a low high school GPA. One testimony to the success of our Program is found in UT's new, first residential college, a living-learning experience called the Volunteer Community, which has structured many of its efforts to promote student retention, satisfaction, and success on the model of the EAProgram courses, personal contact, and attitudes toward students and their potential to learn. Forty to sixty percent of students with educational backgrounds like those served by the EAP generally leave college within the first year, while we have been able to retain or transfer to other schools ninety percent of our students. Also many students of all descriptions drop out despite satisfactory grade attainment because they feel unattached and alienated within the university environment. Our personalized relationships and concern for students help alleviate this sense that no one knows or cares and that students are lost in the crowd. The freshman year particularly can be a lonely and frightening time if a student can identify no official person, no "significant other," to whom to turn with questions and in times of stress. The network of interested faculty, tutors, counselors, and support staff which the EAProgram facilitates and coordinates does much to relieve these traumatic feelings of initial uncertainty about how to adapt to, cope with, and survive in the unfamiliar setting of university life.

Holistic educational advancement programs offer hope for salvaging and developing in practical ways the human potential of underprepared and disadvantaged students, poorly served by traditional schooling.

Footnotes

[1]Lee Noel, "First Steps in Starting a Campus Retention Program," in New Directions for Student Services: Reducing the Dropout Rate, ed. by Lee Noel (San Francisco: Jossey-Bass Publishers, 1978), p. 96.

[2]Philip E. Beal and Lee Noel, What Works in Student Retention: A Preliminary Summary of a National Survey Conducted Jointly by The American College Testing Program and the National Center for Higher Education Management Systems (The American College Testing Program and the National Center for Higher Education Management Systems, 1979), pp. 1 and 5.

[3]Photocopied report on "Variable IV: Programs/Services Satisfaction Indices" of the American College Testing Program's opinion survey of the University of Tennessee, Knoxville, Spring, 1980, pp. 5 and 9-13.

[4]Photocopied "Minutes of Meeting of Liberal Arts Department Heads," the University of Tennessee, Knoxville, November 6, 1980, p. 3.

Bibliography

Ausubel, David P., Joseph D. Novak, and Helen Hanesian. Educational Psychology: A Cognitive View. New York: Holt, Rinehart and Winston, 1978.

Bandt, Phillip L., Naomi M. Meara, and Lyle D. Schmidt. A Time to Learn: A Guide to Academic and Personal Effectiveness. New York: Holt, Rinehart and Winston, 1974.

Beal, Philip E., and Lee Noel. What Works in Student Retention: A Preliminary Summary of a National Survey Conducted Jointly by The American College Testing Program and the National Center for Higher Education Management Systems. The American College Testing Program and the National Center for Higher Education Management Systems, 1979.

Bruner, Jerome S. Beyond the Information Given: Studies in the Psychology of Knowing. New York: W. W. Norton and Company, 1973.

_____. The Relevance of Education. New York: W. W. Norton and Company, 1973.

Corey, Gerald. I Never Knew I Had a Choice. Monterey, California: The Brooks-Cole Publishing Company, 1978.

Cross, K. Patricia. Accent on Learning. San Francisco: Jossey-Bass Publishers, 1976.

_____. Beyond the Open Door. San Francisco: Jossey-Bass Publishers, 1974.

Eble, Kenneth. Professors as Teachers. San Francisco: Jossey-Bass Publishers, 1972.

Ericksen, Stanford C. Motivation for Learning. Ann Arbor: The University of Michigan Press, 1974.

Gagne, R. M. The Conditions of Learning. New York: Holt, Rinehart and Winston, 1977.

Grant, Gerald, et al. On Competence: A Critical Analysis of Competence-Based Reforms in Higher Education. San Francisco: Jossey-Bass Publishers, 1979.

Henderson, Algo D., and Jean Glidden Henderson. Higher Education in America. San Francisco: Jossey-Bass Publishers, 1975.

Hill, Winfred F. Learning: A Survey of Psychological Interpretations. Third Edition. New York: Thomas Y. Crowell Company, 1977.

Maxwell, Martha. Improving Student Learning Skills: A Comprehensive

Guide to Successful Practices and Programs for Increasing the Performance of Underprepared Students. San Francisco: Jossey-Bass Publishers, 1980.

Milton, Ohmer. Alternatives to the Traditional. San Francisco: Jossey-Bass Publishers, 1972.

_____. Learning and the Professors. Athens, Ohio: Ohio University Press, 1968.

_____. On College Teaching: A Guide to Contemporary Practices. San Francisco: Jossey-Bass Publishers, 1978.

_____, and John W. Edgerly. The Testing and Grading of Students. New York: Change Magazine, 1976.

"Minutes of Meeting of Liberal Arts Department Heads." Photocopy, the University of Tennessee, Knoxville, November 6, 1980.

Moore, James W., Edward C. Anderson, and Marvin W. Lynch. "An Equal Opportunity Program Retention Design." College and University, 51 (Summer, 1976), 692-99.

Noel, Lee. "First Steps in Starting a Campus Retention Program." New Directions for Student Services: Reducing the Dropout Rate. Edited by Lee Noel. San Francisco: Jossey-Bass Publishers, 1978.

_____, ed. New Directions for Student Services: Reducing the Dropout Rate. San Francisco: Jossey-Bass Publishers, 1978.

Perry, William G., Jr. Forms of Intellectual and Ethical Development in the College Years. New York: Holt, Rinehart and Winston, 1970.

Roueche, John E., and R. Wade Kirk. Catching Up: Remedial Education. San Francisco: Jossey-Bass Publishers, 1974.

_____, and Jerry J. Snow. Overcoming Learning Problems. San Francisco: Jossey-Bass Publishers, 1978.

Sidel, Celia M., and James E. Caraway. "Developing Holistic Educational Programs for Underprepared Students." Proceedings of the Sixth International Conference on Improving University Teaching, Lausanne, Switzerland, July 9-12, 1980.

Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, 1972.

"Variable IV: Programs/Services Satisfaction Indices" of the American College Testing Program's opinion survey of the University of Tennessee, Knoxville. Photocopied report, Spring, 1980.